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AUTHOR	Nunn, Bobbie B.
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ABSTRACT

Rather than learn about the environment vicariously in the abstract setting of the classroom, it is proposed that students beccme active participants in activities in the community to develop the attitudes and skills necessary for environmental improvement within that setting. The activities of the project include: 1) twenty teachers and ten parents participating in workshop sessions to develop curriculum plans and review the total programs for grades K-8; 2) upper grade students at Boise School (125) participating in the rehabilitation of a substandard house in the local community; 3) all students K-8 and 50 from Jefferson High School spending a minimum of six school days in learning experiences outside the school; and, 4) teachers evaluating changes in teaching strategies in terms of--behavioral objectives, use of community-based activities, and community resources including agencies, businesses, and resource persons. A list of specific suggested activities, the budget, and a partial list of community resources are included in this program description. (SBE)

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September 17, 1970

Enclosed is a brief description of the Boise Environmental Education Project.

Our parent-teacher workshop was held during August and study activities , as well as resources, were greatly extended. There will be continued monthly meetings with parents and resource persons. Students will be working closely with high school participants and the above mentioned persons.

One of our greatest resources has been through a cooperative working arrangement with a neighborhood based rehabilitation project. They will provide volunteer services, appraisals, inspections of buildings in the house selection and will work with small groups of students as part of the mini course study activity. All preliminary transactions prior to purchasing the substandard home will be supervised by the neighborhood agency with personnel to counsel parents, students and teachers. The neighborhood agency is known as the Albina Neighborhood Improvement Project and Portland Development Commission is the operating agency.

We are fortunate in that the national Teacher Corps is housed in our building. This team provides additional personnel as school staff. We are now making plans with NTC to establish what will be known as an Environmental Curriculum Center in our building. Most of the written unit study materials used for study activities will be written by this team, parents and resource persons and all materials used in the mini course phase of the project will originate from this center.

We anticipate many volunteers as the project progresses. The accompanying resource list is not complete.

If further information concerning this project is necessary, please contact me.

(Mrs.) Bobbie B. Nunn
Boise Elementary School
620 N. Fremont Street
Portland, Oregon 97227
288-6309

Home: 6133 N. E. 8th Avenue
Portland, Oregon 97211
282-1937

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BOISE ENVIRONMENTAL EDUCATION PROJECT

Purpose and Objectives

Educators, parents, and members of the community have expressed alarm at the deterioration of the inner city. Needed are programs to generate concern and develop skills in improving the environment. This proposal specifies an approach to this problem. To remain viable, education must move outside the confines of the classroom and incorporate the resources of the community in the learning processes. Specific learning activities based upon the community as a classroom will result in the attainment of those skills and attitudes requisite to a positive relationship to the environment. Rather than learn about the environment vicariously in the abstract setting of the classroom, it is proposed that students become active participants in activities in the community, thus developing the attitudes and skills necessary for environmental improvement in the actual setting in which they will be used.

Specifically, the activities of this project will, during the first year, result in the following outcomes:

1. Twenty teachers and ten parents will participate in workshop sessions to develop curriculum plans and review the total program. Specific learning activities and schedules for grades K-8 will result from these sessions.

2. All upper grade students at Boise School (approximately 125) and many others in grades K-6 will participate in the rehabilitation of a substandard house in the local community. As a result, they will evidence:

   a. specific skills in planning, construction, and related areas evidences by the quality of their work

   b. positive attitudes toward the improvement of the community as measured by their voluntary participation in rehabilitation projects as well as their responses on measurement instruments designed for this specific purpose

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3. All students in grades K-8 at Boise School and approximately 50 students from Jefferson High School will spend a minimum of six school days in learning experiences outside the school.

4. Teachers will evidence changes in teaching strategies, including:

   a. increased ability to specify learning outcomes in behavorial terms

   b. the incorporation of community-based activities in their teaching

   c. increased utilization of the resources of the community including agencies, businesses, and resource persons

Activities

Four interrelated sets of activities are proposed to meet the objectives of the project.

1. Workshops: In order that teachers acquire the skills and attitudes requisite to their expanding learning activities into the community, workshops will be held during the summers of 1970 and 1971. Teachers will participate in these workshops under the direction of the project director and the Boise principal. Boise parents will be invited to participate for a portion of each session. Team building, curriculum development, and parental involvement will be stressed.

2. Renovation of Substandard House: As a focal point for student activities related to environmental improvement, a substandard home close to Boise School will be purchased and renovated. Seventh and eighth grade students from Boise will work with high school students at Jefferson. Shop instructors, classroom teachers, and persons from the community will be enlisted to supervise and instruct.

3. Community School: The focus of the project is upon the expansion of learning activities beyond the confines of the classroom. Small vans will be provided to enable teachers and other staff members to transport students to sites away from the school for learning activities. Businesses, agencies, and public

lands will serve as the learning environment. Students will participate in activities designed to develop skills and attitudes necessary for their having a positive impact upon their environment. Parents and members of the community will be enlisted to come to the school to serve as resource persons, thus bringing the community to the school.

4. Evaluation: To further refine program objectives into behavorial outcomes and to develop data gathering and analysis procedures, it is planned that resource persons from within and outside the district work as a task force with teachers and project personnel. As this is a developmental project, emphasis will be placed upon data gathering for program monitoring and improvement.

BUDGET

	June 1, 1970-May 31, 1971	June 1, 1971-May 31, 1972
Project Coordination		
Personnel		
Director, 205 day work year	$12,122	$12,970
Secretary	6,000	6,400
Fixed Charges @ 11%	1,993	2,131
Travel	700	700
Mileage	300	300
Supplies and Services	1,500	1,500
Subtotal	$22,615	$24,001
Workshop - Parents and Teachers		
10 Parents @ $25 per day, 3 days	750	750
20 teachers @ $35 per day, 10 days	7,000	
20 teachers @ $35 per day, 5 days		3,500
Subtotal	$ 7,750	$ 4,250
Parent and Community Involvement		
Stipend for transportation, child care and related expenses		
Subtotal	$ 5,000	$ 5,000
Transportation - Leasing		
6 vans, 8 passenger, lease @$140 each per month	10,080	10,080
Gas, oil	1,357	1,357
Storage for vans @ $18 each per month	1,296	1,296
Insurance, $300 per year, 6 vans	1,800	1,800
Physical exams, 16 teachers	240	240
Subtotal	$14,773	$14,773
Evaluation Task Force		
Consultants, 35 days, $100 per day		
Subtotal	$ 3,500	$ 3,500
Purchase and Renovation of Substandard Home		
Purchase price	7,200	7,200
Supplies	3,500	3,500
Subtotal	$10,700	$10,700
Discretionary Funds		
Substitutes, 280 days @ $30 per day		
Subtotal		$ 8,400
TOTAL	$64,338	$70,624
GRAND TOTAL, June 1, 1970-May 31, 1972		$134,962

January , 1970

AN URBAN SCIENCE PROJECT

Recommended Approaches

It is proposed that a substandard home approximately two blocks from Boise School be acquired. This site is sufficiently accessible that students can participate in any learning activity when possible. All grades will be involved in teacher-pupil planning of activities to meet the specific needs of the particular grade. The major portion of remodeling will be done by the Industrial Arts and Home Economics classes. All students will be engaged in the initial proceedings of property acquisition and will decide the most effective use of the structure when completed. Parents will assist on a daily or weekly basis. This will be a total school project involving grades K-8.

Goals

- To develop pride of self, school and community
- To develop an integrated environmental science education program which will serve as an off campus learning center; one which involves the total school population and the community.
- To provide a situation which allows freedom of faculty and students to be innovative and creative through cooperation
- To teach using values and attitudes as the organizing objectives

Desired Outcomes

Students in the area are surrounded with blight and it is hoped that the knowledge gained can apply to their own immediate surroundings to improve their own living standards. Such an experience would create a climate of

cooperation and a feeling of success. Students will gain knowledge not only from participation in a real experience, but will receive specific incentives to alter physical and psychological blight existing in their neighborhood. There will be noticeable changes in pupil attitudes.

Suggested Classroom Activities

Primary

Study history of property
Plant seeds, bulbs and study plant life
Study weather affecting plant and animal life
Purchase plants and other items
Erosion and its causes
Record suggestions of improvements
Conduct classroom exchange of ideas
Visit other schools to relate progress
Estimate cost of materials and plants
Participate in plans for establishing a Boise Bank
Study history of the Freedom Bank
Map study
Safety
Study exterior and interior paints and materials
Record and measure plant growth
Participate in landscaping project
Write news items
Construct weather station
Study electrical machinery and functions
Keep monthly recordings of maintenance costs
Shop for newspaper bargains, ads
Learn how to keep a home clean
Conduct cooking classes
Study mass production in baking
Plant vegetables to sell
Engage in numerical problems in all phases of cost estimates of materials purchased
Planning for filming progress
Plan open house activities for parents
First Aid
Publish a book
Contact community resource personnel, parents
Make seasonal planting schedule
Textile printing
Plan monthly interior decorations
Photography

Suggested Classroom Activities

Intermediate and Upper grade

- Study background material learned in lower grade activities when necessary
- Arithmetic exercises involving natural resources
- Study plant life, insects and other animal life in relation to type of soil
- Classify plants and animals
- Identification of rocks and soil
- Soil testing
- Utilize assistance of Operation Green Thumb (Portland Public Schools)
- Advantages of building and zoning codes
- City, county and state legislation as it relates to housing
- Draw plans of exterior and interior design
- Study floor plan and architectural design
- Study chemicals used in bases of paints, chemical cleaners
- Upholstering classes
- Refinishing furniture
- Study line and form and color in the natural world as they relate to art
- Cooperate with other grades in publishing a book to be distributed throughout the area
- Study involvement of agencies such as Albina Neighborhood Improvement Committee, Neighborhood Development Office, Pacific Power and Light, Portland General Electric, City Planning Commission, Portland Development Commission
- Banking procedures
- Build a floor model of home (can later be donated to the Kindergarten class for playroom)
- Organize a Public Relations Committee
- Research all information available relating to property at the Court House
- Study wallpaper and its practical uses
- Study era of design and compare to contemporary design
- Engage in interviews with agencies
- Study Model Cities Program
- Send letters of appreciation to all donors, resource persons
- Study diseases of plants
- Study electrical devices such as sanders, polishers
- Form a committee for contacting community for open house ceremonies
- Keep daily progress graph
- Conduct monthly ten minute television program of progress
- Conduct regular radio program of progress
- Study care and operation of heating unit
- Construct wind and rain gauges and other instruments for study and observation

The entire procedure and progress of this project will be filmed for use in other schools throughout the community as part of social studies unit.

Resources*

*List not complete

Albina Neighborhood Improvement Project
Edwin Parker
3726 N. Kerby St. - 288-6271

Architect
James Howell
506 N. E. Alberta St. - 287-6318

Associated General Contractors
Bob Rogers
Sheraton Motor Inn - 288-4064

Boise School Advisory Committee
Walter Morris
3232 N. Michigan Ave. - 282-8992 home- bus. 226-3361, ext. 1783

Caughlin, Roberta
Supervisor, Art Curriculum
Portland Public Schools - Holladay School
1343 N. E. 9th Ave. - 287-1239

City Planning Commission
Mr. Carmady and Rod O'Hiser
1021 S. W. 4th St. - 227-8411

Eastside Bookkeeping Co.
Allan Bowens
714 N. E. Alberta St. - 281-7252

Jefferson High School
Vocational Ed Department
Tom Nelson
5210 N. Kerby St. - 287-2631

National Teacher Corps
Mrs. Mary Jane Martin
Boise School - 288-6309

Neighborhood Development Office
5630 N. E. Union Ave. - 288-5075
Vern Schmidt - Housing Division, Special Assistant
Ray Wilson - Supervisor, Rehabilitation

Operation Green Thumb
Portland Public Schools
Mr. Miller
2826 S. E. 76th Ave. - 771-0286

Portland Development Commission
John Kenward
1718 S. W. 4th Ave. - 224-4800

Robinson, Mrs. Patricia
Coordinator, Rehabilitation Program
111 N. E. Failing St. - 288-4959

Mrs. Bobbye Baker
1524 N. Commerical Ave. - 282-1776 home
644-0161, ext. 7572

Neighborhood Development Office
5630 N. E. Union - 288-5075
Mrs. Hazel Hays

Albina Contractors Association
3609 N. E. Union - 284-4450
George Christian, President

Emanuel Hospital
2801 N. Gantenbein
287-2468
Portland, Oregon

Woodlawn Pharmacy
6728 N. E. Union - 289-3312
Mr. Warren Chung

SUGGESTED STUDY ACTIVITIES FOR MINI COURSES

List No. 2

WORLD TRADE

URBAN PROBLEMS

BLACK STUDIES

LET'S EXPLORE

RESEARCH

LITERATURE

GEOLOGY

ART

POETRY

SWIMMING

GOLF

OUTDOOR LIFE

LAW ENFORCEMENT

ECOLOGY

OUR ENVIRONMENT AT WORK

LEGAL AID

SPEECH

VOCABULARY BUILDING

ENVIRONMENTAL SCIENCE

UPTIGHT

OUT ON THE TOWN

ECONOMICS

FIRST AID

GASOLINE ENGINES

TYPING

SAUVIES ISLAND

INTERPRETATIVE DANCING

PROFESSIONAL DAY

WALK-IN SCHOOL

SURVEYING

BOWLING

CALLIGRAPHY

OCEANOGRAPHY

PHOTOGRAPHY

CONSUMER EDUCATION

CREDIT CARD MANAGEMENT

DRUG ABUSE

POPULATION EXPLOSION

LECTURES-CORRECTIONAL INSTITUTIONS

TEEN PROBLEMS

HEALTH

TENNIS

HOME EC FOR BOYS

UPHOLSTERY

AIR POLLUTION

CREATIVE METAL ARTS

ROCK BAND

REAL ESTATE

SOFTBALL

COMPUTER EDUCATION

MODELING

GROOMING

MODEL CITIES

OTHER CONTINENTS

OREGON HISTORY

U. S. HISTORY

VISITATION
(to other schools)

RESOURCE DAY

NEIGHBORHOOD DEVELOPMENT OFFICES

CHORAL SPEAKING